DOCUMENT RESUME

ED 208 211 CE 030 325

AUTHOR	Dickinson, Gary
TITLE	Introduction to Teaching Adults. Module 11: Continuing Your Development.
INSTITUTION	British Columbia Univ., Vancouver. Center for Continuing Education.
SPONS AGENCY	British Columbia Dept. of Education, Victoria.
PUB DATE	81
NOTE	20p.; For related documents see CE 030 315-324.
AVAILABLE FROM	University of British Columbia, Centre for Continuing Education, 5997 Iona Dr., Vancouver, BC, V6T 2A4 ($40.00 per set, including cassettes, for Canadian residents; $110.00, plus postage and handling, for international orders; 10% discount on 10 or more sets).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Adult Education; *Adult Educators; Autoinstructional Aids; Behavioral Objectives; Continuing Education; Correspondence Study; Faculty Development; Learning Activities; Learning Modules; *Professional Continuing Education; Resources; *Self Evaluation (Individuals); *Teacher Education; *Teacher Evaluation; Teacher Improvement; Teacher Role

ABSTRACT

This module on continuing one's development as an adult educator is the eleventh of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. The purpose of the module is to suggest some techniques and resources for use in continuing one's development as an instructor of adults by preparing a plan for continuing education as a teacher. It contains information to help in understanding the instructor's role and suggests ways one can assess one's own performance and have it assessed by others. Sources for continuing education programs are discussed and a list of readings is presented. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED208211

INTRODUCTION TO TEACHING ADULTS

MODULE 11

CONTINUING YOUR DEVELOPMENT

Prepared by:
GARY DICKINSON
Division of Adult Education
The University of British Columbia
1981

CE 030 325

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

J. Kulich

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

MODULE 11: CONTINUING YOUR DEVELOPMENT

Prepared by:
The Centre for Continuing Education
The University of British Columbia
5997 Iona Drive
Vancouver, B.C., Canada V6T 2A4

Under contract to:
The Continuing Education Division
Ministry of Education
835 Humboldt Street
Victoria, B.C., Canada V8V 2M4

Design, typesetting and layout:
the strait media group inc.

Copyright © 1981 by the Ministry of Education.
All rights reserved.

No part of this book may be reproduced, stored in a retrieval system, or transcribed, in any form or by any means - electronic, mechanical, photocopying, recording, or otherwise - without prior permission of the publisher.

MODULE 11

Important Note

If you intend to submit the assignment for evaluation, please include this form with your submission and mail to:

Adult Education Programs,
Centre for Continuing Education,
5997 Iona Drive,
University of British Columbia,
V6T 2A4

Name _____

Address _____

Telephone Business_____ Home _____

Date Submitted _____

ABOUT THIS PROGRAM

This series of modules was developed by the Division of Adult Education and the Centre for Continuing Education of the University of British Columbia under contract with the Ministry of Education of the Province of British Columbia. The series was developed under the direction of Gary Dickinson, and Sandy McGechaen supervised the production.

The eleven modules in the complete program are:

Level I

1 Guidelines for Teachers of Adults

Level II

2 Using Instructional Techniques
3 Using Instructional Media
4 Using Evaluation Instruments

Level III

5 Designing Instruction
6 Writing Instructional Objectives
7 Managing Instruction
8 Enhancing Motivation

Level IV

9 Understanding the Adult as Learner
10 Understanding the Learning Process
11 Continuing Your Development

MODULE 11: CONTINUING YOUR DEVELOPMENT

CONTENTS

Page

Introduction 1
The Instructor's Role 2
Self-Assessment 3
Assessment by Others 8
Sources of Continuing Education 11
Sources for Further Study 13
Assignment 14

INTRODUCTION

The purpose of this module is to suggest some techniques and resources that you may use to continue your development as an instructor of adults. When you have completed all of the activities in the module, you should be able to prepare a plan for your own continuing education as a teacher.

The cassette for this module contains extracts from interviews with five adult education administrators. They were asked to comment on what they thought made a good teacher of adults, the qualities that they looked for in hiring instructors, and how they evaluated the success of their instructors. Their comments are presented in the cassette so that you can understand how administrators in adult education view their instructors.

The booklet contains information intended to help you understand your role as an instructor, and it suggests a number of ways in which you can assess your own performance and have it assessed by others. Sources for continuing education programs are discussed, and a list of readings is presented. At the conclusion of the booklet you will be asked to develop your own plan for continuing development.

In proceeding with this module, listen to the cassette first and then read the booklet. When you have listened to the tape and read the booklet, spend some time thinking about how you would like to develop as an instructor and then develop your plan for personal improvement.

THE INSTRUCTOR'S ROLE

As a teacher of adults you play a key role in relation to the participants in your course as well as in relation to the institution which has hired you to teach. Both the participants and the institution have expectations about your performance, and you yourself will want to obtain personal satisfaction from teaching.

Participants in your course will arrive with varying backgrounds of experience, different motivations and assorted learning goals. You should try to identify those diverse factors and take them into account when designing and managing your course. Bear in mind that you are responsible for arranging the external conditions of learning, but there is always an element of uncertainty, as you have no control over the internal conditions of learning present in the participants.

The employing institution has hired you primarily for your expert knowledge and skill in a subject area, and it expects you to be able to communicate these to the course participants. In addition, the institution will want you to be able to cope with some of its administrative routines, such as registration and student recordkeeping. In most cases, your success as an instructor will be measured by the level of attendance in your course. Low attendance and a large number of dropouts will be signals to the institution that something is not going well in your program. In some cases, the administration will also be concerned about the number of your students who pass a proficiency test or attain a desired certificate.

An important change of role occurs when a person moves from being a carpenter, an accountant, or a poet to a teacher of carpentry, accounting, or poetry. The full-time instructor moves from identifying primarily with the old occupation (carpentry, accounting, poetry) to the new one (teaching). In making this transition, the instructor has much to learn about the new occupation, and in most cases everything must be learned on the job. The transitional process is often difficult for many reasons. The situation for the part-time instructor is different in that the primary identification remains with the old occupation while teaching is secondary. To be successful as a teacher, the part-time instructor needs to acquire some of the skills of the secondary occupation. This is often a difficult process because of a lack of time and problems of gaining access to opportunities for learning about the teaching role.

Teaching adults can be a satisfying and rewarding personal experience when it works out successfully, but it can be very disappointing and frustrating when it doesn't. You should be alert to the lessons that can be gained from both the successes and the failures. Try to develop a practice of analyzing each session to identify why it succeeded or failed, and revise your approach to incorporate the things that worked best. Suggestions as to how to do this are presented later in this booklet. An important element in improving your effectiveness as an instructor is to develop a plan for your own continuing education that will build on your strong points and correct your weaknesses.

SELF-ASSESSMENT

The initial step in assessing your own teaching is to gather information about your performance. The most elementary way of doing this is by introspection. Following a class session, you should think carefully about what happened, and look for answers to such questions as:

- Did I explain the session objectives?
- Did I attempt to find out what the participants knew about the subject at the beginning of the session?
- Did I use a variety of instructional techniques?
- Did the participants seem to be interested in the topic?
- Did I attempt to relate the topic to the experience and problems of the participants?

Giving thought to such questions should assist you in identifying strengths and weaknesses in your sessions.

It can be a revealing experience to listen to an audio-tape recording of a class session because it gives you an opportunity to listen objectively to your voice. This can help you to detect mannerisms in speech, or the tone of your voice, so that you can work to improve your speaking style. You can also get an indication of the amount of time you spend talking compared with the oral participation of students.

Although more difficult to arrange, video-tape recording of a lesson can also give you much useful feedback about your performance. The visual dimension of a video-tape recording shows how you "perform" in the classroom and gives an opportunity to see some of the non-verbal indications you might not have noticed during the session. You might find, for example, that you spend more time talking to the chalkboard than to your students, or that you are constantly pacing back and forth at the front of the room.

Another way of obtaining information about your performance as a teacher is through carefully designed sessions where you pre-test and post-test results for each objective. For this test of your teaching performance, you are particularly interested in group rather than individual outcomes. Each instructional objective, then, would have an average score for the pre-test and the post-test, and you would hope to see gains for the group on each objective. An analysis of the test scores would show objectives which have been attained well or poorly. You would then need to look for explanations of good and poor performance and use that information to try to do a better job in subsequent sessions.

You might also keep records about the participants. Useful information to obtain would be the initial enrolment, attendance at each session, and dropouts. Although some drop outs almost always occur, a low rate of attendance and high number of dropouts could be signs that the instruction provided is not meeting the needs of the participants.

Two ways in which you can describe and assess your teaching style are described below. It would probably be worth while to spend some time completing both forms.

Figure 1 shows a self-appraisal checklist for teachers of adults which was developed by Don F. Seaman and Donnie Dutton. Think about a course you have taught recently, and check "yes" or "no" for each of the 25 items listed. There is no minimum number of "yes's" that would qualify you as an excellent instructor, but you should think seriously about any "no's" and try to improve your performance in those areas.

Figure 1

SELF-APPRAISAL CHECKLIST FOR TEACHERS OF ADULT EDUCATION

Do You:	Yes	No
1. Know the names of your students?	____	____
2. Arrive at class early?	____	____
3. Dress neatly for each class?	____	____
4. Smile and project a warm and inviting atmosphere?	____	____
5. Speak clearly and distinctly?	____	____
6. Keep your classroom neat and attractive?	____	____
7. Prepare a lesson plan for each class?	____	____
8. Know something about the background of each student?	____	____
9. Speak clearly and slowly so that all can understand?	____	____
10. Convey that learning is exciting?	____	____
11. Spend some time in the room after the class so that students may pursue matters that are not clear to them?	____	____
12. Use many different techniques in your teaching procedure?	____	____
13. Use various teaching aids and devices?	____	____
14. Treat your students as adults?	____	____
15. Encourage three-way communication — teacher-student, student-teacher, and student-student?	____	____
16. Talk to your students instead of the chalkboard?	____	____

Do You:	Yes	No
17. Admit if you do not know the answer to a question, but promise to search for it before the next session?	____	____
18. Praise the adults when they make progress?	____	____

19.	Make every effort to make the classroom as physically comfortable as possible?	____	____
20.	Involve the adult students in determining their needs?	____	____
21.	Involve the adult students in planning learning experiences that will meet their needs?	____	____
22.	Inquire as to why students are absent?	____	____
23.	Follow up absentees?	____	____
24.	Know why students have dropped out?	____	____
25.	Use a wide variety of relevant materials rather than depending on a basic textbook for instructional purposes?	____	____

Another useful way of analyzing your teaching style is with the Learning and Instructional Style Index developed by Nick Rubidge and shown in Figure 2. Think about your typical teaching style, then proceed as follows:

1. Circle the number from 1 to 9 that best represents your agreement or disagreement with each of the 17 items.

2. Add up your scores for all the asterisked items (*) and all the unasterisked items so that you have two totals. There are ten items with asterisks so that your score for those items could be as low as 10 or as high as 90. There are seven items without asterisks so that the total could range from 7 to 63.

3. Convert the two total scores to percentages. A score of 45 out of 90 would be 50% for the asterisked items. A score of 45 out of 63 would be 71% for the items without asterisks.

In interpreting your scores, the asterisked items represent an "instructor-centered" approach to teaching adults and the items without asterisks represent a "learner-centered" approach. You will probably have a much higher percentage score on one set of items than on the other. A higher score on the instructor-centered items would be more appropriate where the goal of the course is to impart a specific body of knowledge or to develop specific skills required for an occupation. Thus, teachers who are serving as trainers in the military, prisons, or business and industry are likely to have high scores on instructor-centeredness and low scores on learner-centeredness. A higher score on the learner-centered items would be most appropriate in some general interest and non-credit courses where the need to impart specific skills and knowledge is less important. The learner-centered items indicate a greater degree of participant involvement in the design and management of instruction.

Both types of instructor can be effective in the situations noted above. You should be concerned, however, if you have either high scores on both sets of items or low scores in both cases. Low scores on instructor-centeredness and learner-centeredness suggest a lack of purpose and direction in your course. High scores on both sets of items suggest that you may be deceiving yourself and your students. Although you may think that you are encouraging learner participation, it is more likely that you are keeping a high degree of control over the group and that the participation is not genuine.

To summarize this section, several techniques for self-assessment have been suggested:

1. Introspection
2. Audio-tape recording
3. Video-tape recording
4. Pre-testing and post-testing
5. Noting attendance and dropouts
6. Self-appraisal Checklist for Teachers of Adults
7. Learning and Instructional Style Index.

Selecting and using several of those techniques should be useful to you in appraising your effectiveness as a teacher of adults.

Figure 2

LEARNING AND INSTRUCTIONAL STYLE INDEX

What is your instructional style? We all teach in a different way, so there are no right or wrong answers!

Please examine each statement and circle the number that most nearly represents your AGREEMENT or DISAGREEMENT with the statement.

		Strongly Disagree	Neutral	Strongly Agree	
1.	I create a formal classroom atmosphere.	1 2 3	4 5 6	7 8 9	★
2.	I allow questions only at the end of the class.	1 2 3	4 5 6	7 8 9	★
3.	I let participants set their own objectives.	1 2 3	4 5 6	7 8 9	
4.	I discourage adult students from using my first name.	1 2 3	4 5 6	7 8 9	★
5.	I am the absolute authority on course content.	1 2 3	4 5 6	7 8 9	★
6.	I set definite standards on behavior in my class.	1 2 3	4 5 6	7 8 9	★
7.	I discourage questions because they can lead the class off the topic.	1 2 3	4 5 6	7 8 9	★
8.	I conduct classes around the needs and skills of each participant.	1 2 3	4 5 6	7 8 9	
9.	I make it clear that I am the authority in the class.	1 2 3	4 5 6	7 8 9	★
10.	I discourage participants from chatting during class time.	1 2 3	4 5 6	7 8 9	★
11.	I develop an informal classroom atmosphere.	1 2 3	4 5 6	7 8 9	
12.	I let students set course goals.	1 2 3	4 5 6	7 8 9	
13.	I preserve 'Law and Order' in classroom.	1 2 3	4 5 6	7 8 9	★
14.	I am the only subject expert in the classroom.	1 2 3	4 5 6	7 8 9	★
15.	I let the participants decide what they want to learn.	1 2 3	4 5 6	7 8 9	
16.	I encourage general class discussions.	1 2 3	4 5 6	7 8 9	
17.	I use participants as 'content experts' whenever possible.	1 2 3	4 5 6	7 8 9	

ASSESSMENT BY OTHERS

There are three main groups who can assist you to assess your effectiveness as an instructor: other instructors, supervisors and administrators, and participants in your course.

It is often helpful to exchange classroom visits on an informal basis with other instructors who are teaching similar courses. A fellow instructor can often detect difficulties you may not be aware of, and suggest ways of overcoming them. You could perform a similar service for your fellow instructors. If you decide to do this, it is important to brief the visiting instructor before the session begins. This will establish the context for the session in relation to the total course. The visitor should also be informed of the objectives and procedures for the session to be observed. You might also alert the visiting instructor to the kinds of information you would like to receive. Following the observation, the two of you should meet to discuss the session and exchange information and suggestions for improvement.

The presence of an administrator or supervisor will usually create anxiety for you, and administrators themselves are often reluctant to visit your classroom because they know it could upset you. Anxiety can be reduced, however, if a clear distinction is made between two functions of teacher evaluation by administrators. In some cases, instructor evaluation is done for purposes of administrative decision-making involving hiring, terminating, or promoting. Any such assessment should be clearly identified and discussed by the administrator and instructor. The other purpose for which administrators evaluate instructors is to improve the quality of instruction. Again, this purpose should be clearly identified and discussed. The procedure to be followed before and after the classroom observation will probably be similar to the situation where a fellow instructor is conducting the assessment.

The final, and probably most important type of assessment by others, is where the students evaluate the instructor. Many questionnaires and forms have been developed for this purpose. One such form is shown in Figure 3. You could duplicate this form and administer it to one of your classes. To be most useful, you should administer the form after a few sessions of the course so that you can make changes if they appear desirable. If you wait until the final session, there is nothing you can do to correct the situation.

The three types of assessment by others that have been discussed above should be considered together with your self-assessment activities. The information acquired in these ways should give you a picture of your strengths and weaknesses as an instructor and help you identify areas in which improvement is needed. This assessment should be a continuous process and it is the basis for planning activities for self-improvement.

Figure 3

Please rate this course on the following 17 items. Consider each item carefully, then circle the number that best represents the strength of your feeling about this course. If you feel that the item does not apply to this course, then circle "NA".

1. The instructor established a good-rapport with students in the class.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

2. The instructor encourages students to express their ideas.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

3. The instructor made clear the basis for evaluation.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

4. The instructor seemed to enjoy teaching.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

5. The instructor showed interest in the subject.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

6. The instructor was helpful when students had difficulty.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

7. Within each session the material appeared to be well organized.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

8. The instructor made good use of examples to clarify material.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

9. The instructor was well prepared for the class.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

10. Preparing assignments increased my understanding of the course.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

11. The instructor gave assignments which were meaningful in terms of student needs and interests.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

12. The instructor made an effort to know the students as individuals.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

13. The objectives for this course were agreed upon by the instructor and the students.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

14. The instructor respected students' points of view.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

15. The instructor dealt effectively with questions asked by students.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

16. The instructor seemed to be well informed about his subject.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

17. Over all, I would rate this instructor

1	2	3	4	5	6	7	8	9	NA
Very poor			Poor		Average	Good	Very good		

SOURCES FOR CONTINUING EDUCATION

There are a number of sources for continuing education that you can contact for assistance in improving your skills as an instructor. These agencies and institutions offer programs of various types and at different levels.

School Districts and Colleges
Some school districts and colleges offer orientation courses and refresher workshops for their instructors. Ask your program administrator if any such activities are planned for your area.

Ministry of Education
The Ministry of Education offers occasional professional development workshops on such topics as Needs Identification and Adult Basic Education. The Ministry also attempts to keep a current list of conferences and workshops for continuing educators. For information contact:

Continuing Education Division
Post-Secondary Department
Ministry of Education
835 Humboldt Street
Victoria, B.C. V8V 2M4

Instructor's Diploma Program
The Centre for Continuing Education at the University of British Columbia offers an Instructor's Diploma Program for vocational instructors. There are four courses in the program:

I.D. 101 — Preparing for Instruction
I.D. 102 — Elements of Instruction
I.D. 103 — Design and Production of Instructional Media
I.D. 104 — Evaluation of Learning

Several courses are available by correspondence, and all are offered in a summer session at the University of British Columbia. Where numbers warrant, some courses are offered on-site at the colleges. For further information contact:

The Director
Instructor's Diploma Program
The Centre for Continuing Education
The University of British Columbia
Vancouver, B.C. V6T 2A4

Diploma in Adult Education
A Diploma in Adult Education is offered by the Centre for Continuing Education at the University of British Columbia. The program consists of 15 units of courses and an internship, and may be completed in approximately eight months of full-time study or over a longer period by part-time study. One course is available by correspondence study — Education 412 — Introduction to Adult Education. For information, contact:

The Administrator
Diploma Program in Adult Education
The Centre for Continuing Education
The University of British Columbia
Vancouver, B.C. V6T 2A4

Graduate Degree in Adult Education
The Division of Adult Education at the University of British Columbia offers programs of study leading to masters' and doctoral degrees in adult education. For information contact:

The Chairman
Adult Education Division
Faculty of Education
The University of British Columbia
Vancouver, B.C. V6T 1W5

Workshops and Short Courses
The Centre for Continuing Education and the Department of Adult Education at the University of British Columbia offer a fall and winter series of workshops and short courses in Vancouver and a week long summer program known as Chautauqua by the Pacific. Most of these offerings are one or two days long. Some recent programs include: Teaching Adults, Developing Instructional Modules, Evaluation of Learning, and Design and Management of Instruction. For further information contact:

Adult Education Programs
The Centre for Continuing Education
The University of British Columbia
Vancouver, B.C. V6T 2A4

The Division of University Extension at the University of Victoria will be offering several workshops and short courses in the area of adult counselling and instruction, program development, and adult special education in the Greater Victoria area and, by request, in cooperation with community colleges throughout British Columbia. Further information can be obtained from:

Division of University Extension
University of Victoria
P.O. Box 1700
Victoria, B.C. V8W 2Y2

Professional Association

Several professional associations provide a variety of services such as conferences and publications. Among those you might consider joining are:

Pacific Association for Continuing Education
2862 West 38th Avenue
Vancouver, B.C. V6N 2W9
(newsletter, annual conference, educational meetings)

Canadian Association for Adult Education
29 Prince Arthur Avenue
Toronto, Ontario M5R 1B2
(newsletter, other publications, meetings)

Northwest Adult Education Association
c/o Director, Continuing Education
University of Puget Sound
Tacoma, Washington 98416
(newsletter, other publications, annual conference)

Adult Education Association of the United States
810 - 18th Street N.W.
Washington, D.C. 20006
(journals, other publications, special interest groups, meetings)

British Columbia Society for Training and Development
P.O. Box 7, Station A
Vancouver, B.C. V6C 2L8
(newsletter, educational meetings)

Canadian Vocational Association
608 - 251 Bank Street
Ottawa, Ont. K2P 1X3
(journal, annual convention)

SOURCES OF FURTHER STUDY

Participation in continuing education activities is the most effective way of improving skills as an instructor, but in many cases such opportunities are not available when you need them. If that is your situation, there are many books you could purchase or borrow that would provide some guidance and information. Following is a selected list of twenty sources for further study.

Bergevin, Paul E., Morris, Dwight, and Smith Robert M. *Adult Education Procedures*, New York: Seabury Press, 1963.

Dickinson, Gary. *Teaching Adults.* Toronto: Newpress, 1973.

Gagne, Robert M. *Essentials of Learning for Instruction.* Hinsdale, Illinois: The Dryden Press, 1975.

Gagne, Robert M. *The Conditions of Learning.* New York: Holt, Rinehart and Winston, 1977. (3rd ed.).

Gagne, Robert M., and Briggs, Leslie J. *Principles of Instructional Design.* New York: Holt, Rinehart and Winston, 1979. (2nd ed.).

Gronlund, Norman E. *Constructing Achievement Tests.* Englewood Cliffs: Prentice-Hall, 1968.

Gronlund, Norman E. *Stating Behavioral Objectives for Classroom Instruction.* New York: MacMillan, 1970.

Hiemstra, Roger. *Lifelong Learning.* Lincoln, Nebraska: Professional Educators Publications, 1976.

Houle, Cyril O. *The Design of Education.* San Francisco: Jossey-Bass, 1972.

Kibler, Robert J., et al. *Objectives for Instruction and Evaluation.* Boston: Allyn and Bacon, 1974.

Kidd, J.R. *How Adults Learn.* New York: Association Press, 1973.

Knowles, Malcolm S. *The Modern Practice of Adult Education.* New York Association Press, 1970.

Knowles, Malcolm S. *Self-Directed Learning: A Guide for Learners and Teachers.* New York: Association Press, 1975.

Knox, Alan B. *Adult Development and Learning.* San Francisco: Jossey-Bass, 1977.

Leypoldt, Martha M. *40 Ways to Teach in Groups.* Valley Forge: Judson Press, 1967.

Mager, Robert F. *Preparing Instructional Objectives.* Belmont, California: Fearon Publishers, 1975.

Mager, Roger F. *Developing Attitudes Toward Learning.* Belmont, California: Fearon Publishers, 1968.

Mager, Robert F., and Beach, Kenneth M., Jr. *Developing Vocational Instruction.* Fearon Publishers, 1967.

Rogers, Jennifer. *Adults Learning.* Middlesex, England: Penguin Books, 1971.

Verduin, John R., Jr., Miller, Harry G., and Greer, Charles E. *Adults Teaching Adults.* Austin, Texas: Learning Concepts, 1977.

ASSIGNMENT

The amount of time you are able to give to improving your teaching skills will be affected by a number of factors. Whatever the amount of time you can give to this task, you should proceed in a planned, systematic way so you can receive the greatest benefit from these activities. The following procedure is suggested:

1. Think about your current role as an instructor. Is it the kind of work you find satisfying? Do you want to do more or less of it? Do you want to become a full-time instructor? In other words, relate your present status as an instructor to your overall career plan, as this will help you develop some general guidelines in terms of how much time and effort you want to put into the task of self-improvement.

2. Analyze your current strengths and weaknesses as an instructor using the techniques suggested earlier in this module. Consider both the self-assessment exercises and assessments by others.

3. Set some goals for yourself which you hope to attain over the next year. Write those goals so that you can refer to them periodically, and be as specific as possible. For example, if one of your weaknesses is that you use a very limited range of instructional techniques, you might set as a goal: "To read about and practice to proficiency one new instructional technique every month for the next six months." As another example, if you have not written instructional objectives for your course, you could set as a goal: "To develop the skill of writing behavioral objectives and prepare a set of objectives for my course within the next six months."

4. Develop a detailed plan that will help you attain your goals. For each goal, determine what opportunities there will be to participate in workshops or short courses, the readings that will be helpful to you, and a schedule of activities.

For purposes of the assignment, you may submit your goals and your plan for attaining them either in written form or on a tape cassette. At a later point, you should repeat the assessment activities suggested here to see if you have improved. This should then lead you to develop new goals and a new plan.